ENGLISH SERIES

First of all read by Bhawani Prasad on 7th Sept. 1893.

FOR

ANGLO-VERNACULAR SCHOOLS

This booklet is to be preserved as a memorial of my beginning of English alphabet on the 7th September 1893 A.D. in Haldaur

IN

THE EAST INDIES,

BY

E. I. HOWARD, Esq., M. A.

No. 1

PRIMER.

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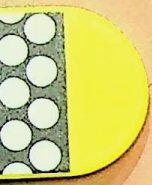
BHOLA NATH AGINHOTRY,

Bookseller and Publisher,

Printed at the Hanwant Press, Allahabad.

1890.

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INSTRUCTIONS TO TEACHERS IN ANGLO-VERNACULAR SCHOOLS.

THIS book is intended for Native children who have made some progress in their vernacular language. The book should be read through at least twice.

It will be read once simply for the purpose of teaching the power of the English alphabet and the pronunciation of words, without much reference to the meaning of them.

The second time the book is read, the Teacher should devote as much attention to the *meaning* of the words and sentences as to the *mode of pronouncing* them.

From the very first lesson in the alphabet a printing or writing lesson should follow the reading lesson. As soon as the pupil has learned to recognize the letters, he should be made to print them on his slate.

Copy writing had better be deferred till after the book has been once read through.

During the second reading, the book should be put to three uses, *viz.* :— as a means of teaching, 1, English reading ; 2, Translation from English into the Vernacular ; and, 3, English dictation.

The Teacher will commence the lesson by calling on the class to translate orally the lesson explained to them the day preceding. This examination should be conducted with great strictness

and *repeated* at *least three or four times* ; every boy in the class being made to translate some portion. Literal accuracy should be required, and no free rendering allowed.

This exercise should be followed by *reading the next lesson*, which the Teacher will explain with the greatest care and minuteness, satisfying himself as he proceeds that every boy in the class thoroughly understands the grammatical construction of every sentence. As few *technical grammatical terms* as possible should be used by the Teacher in these explanations.

The class should be dismissed with instructions to read over the lessons just explained to them, and at a latter part of the day they should be set to write out neatly on paper a vernacular translation of the *preceding day's* lesson, which they have already translated *orally* in class. In the performance of this task, each boy should use his Anglo-Vernacular dictionary or vocabulary.

Teachers should remember that it is of far greater consequence to produce habits of accuracy and mental activity in their pupils than to take them through a large number of lesson books. One day in every week and an additional day once a month should be devoted to the repetition of the work therefore gone through, and no boy should be allowed to leave the Primer for a more advanced book until he has completely mastered it, and is able to translate every word of it correctly into his Vernacular.

I began to learn English by this Primer

on the 7th (Seventh) September 1893 A.D.

(Eighteen hundred and Ninty three A.D.)

[NOTE.—To teach the Alphabet to natives, each school should have a wall-sheet containing the English letters with Vernacular equivalents.]

हस्ताक्षराणि मम भवानीप्रसादस्य २१ दिसंबर १६४४ ई.

THE ALPHABET.

A B C D E F G H

I J K L M N O

P Q R S T U

V W X Y Z

a b c d e f g h i j k l

m n o p q r s t u v

w x y z

---

1 2 3 4 5 6 7 8 9 10

VOWELS.

a e i o u y

CONSONANTS.

b c d a f g h e j k l m n
p i o q r s t v w
u x y z

COMPOUND CONSONANTS.

ch ph th sh*

LESSONS ON THE VOWELS.

(1)

O (*Long*)	**E** (*Long*)
no	me
so	ye
lo	be
go	we
we go	so we go
be so	be ye so
go ye	lo we go

---

* The Teacher will find a more complete account of the Alphabet in Book No. II, and Howard's Grammar.

(2)

A (*short*)
an
am
as
at

Is it so?
It is so.
Lo, it is he.
If ye go, I go.

I (*short*)
in
is
it
if

We go in.
Is he in it?
He is in it.
If it be so, I go.

(3)

O (*short*)
on
ox
of
not

I (*long*)
I am so

U (*short*)
up
us

Y (*equal* to i *long*)
my
by

It is my ox.	Is it not my ox?
Go ye up.	Is it on the ox?
We go by.	It is *u*, not *v*.

(4)

O (*unusual Pronunciation*) O (*broad*)

as oo

do	or
to	for
lose	(saw)

E (*short*)

pen	fell
let	tell
mend	well
get	yes

Go to bed.	Do tell me of it.
Yes! let us go.	Do not do so.
An ox fell in-to a well.	Let us get a pen.
Mend my pen.	Mend the pen well.
	Do not lose the ox.

(5)

A (*open*)

ask	fast	dark
cask	for	glass

The glass fell.
The ox is fat.
Get the cask up.

It is dark.
Ask if it is far.
Is it not far?

(6)

bad	hat	man	ran	fat
lad	cat	can	mat	rat

A cat ran.
Ask the lad.
The bad man fell.
The bad mat.
We can-not go.

The lad is in bed.
Let us get a cat.
The ox ran.
The man ran far.
The well is not far.

(7)

bit	kid	sin	him	give
sit	did	six	will	

Is it a fat kid?
Yes, it is.
Sin is bad, my lad.
O man, give me a pen.

Let him mend a pen
I did not sit on it.
We get up at six.
Yes, give it to me.

If you tell me to go to bed, I will go.
Give him a bed or mat to sit on.
Let not the ox go to the well.

(8)

dog	sun	the	this
hot	cut	then	that
beg	and	but	wit

Is it this dog or that cat ? Tell me.
It is not this dog, but that cat.
If it is not the dog, it is the cat.
Cut this pen, and mend it for me.
The lad ran fast to the well and fell.
The sun is so hot, that I can-not go.
If the sun is hot, then do not go so far.
The cat and the rat ran by the man.
The kid is not fat, but the ox is.
The cat is in the well, let us get it up.
It is hot ; so do not run fast, I beg.

(9)

face	sore	rice	home
pale	cure	nice	bone
hate	use	fine	hole
cane	lie	bite	pole
has	have	shall	you

His face is pale.
Hate no man.
Can he cure my sore leg ? I ask.
Give me that nice rice.
Let us go home.
Will you go or not ?

The box is made of cane.
It is a sin to lie.
I can-not use this pen.
My cat did not bite the rat.
The dog has a bone.

The pole has a hole in it.
It shall get a cat, if I can.
The dog has a sore leg, has it not ?
I shall not get an ox, oh no.
I have a fine dog, have I not ?

(10)

I	thou	he	she	it
me	thee	him	her	it
my	thy	her	his	it
mine	thine	his	hers	

we	ye *or* you	they
us	you	them
our	your	their
ours	yours	theirs

this	these	that	those	as	so
when	then	how	so	what	that
help	sick	rich	good	boy	like

I am a man
You are a lad.
He is pale.
She is sick,
It is well.
We are not rich.
You are good boys.

This dog. These dogs.
That cat. Those cats.
When did you go home ?
I did not go home then.
How is this ?
So it is. *Or*, It is so.

They are not good boys.

(11)

do-ing   run-ning   mend-ing

What is the man do-ing? Tell me.
He is mend-ing a pen for the lad.
That is what he is do-ing.
The lad is runn-ing by the well.

Do this for me
I will do that for you
This is my dog
This dog is mine
I will go for him
I like her, she is so good
Sin is bad, I hate it

That is his ox.
That ox is his.
O good man help us.
I will help you.
Give them that rice.
The rats ran.
The dog bit them.

The rice is yours.

(12)

ship	short	stick*	chin	chip
share	shore	stare*	wish	much
shop	more	slate*	shut	knife

The ship has got to the shore

My share is more than that

---

* The Teacher should warn the boys against the mistaken so common among natives of adding an *i* to words beginning with *st*, *sc*, *&c.*

Do you wish to be rich ? I do not.
Shut up the shop for me, my lad.
Give the stick to the man.
The lad is short, but not bad.
Give the boy his share of rice.
He is run-ning on the shore.
Is it *chip* or *ship* ?
I have cut my chin with a knife.
They wish to be rich.
This is his shop.
The boy has his slate.
The man is not good.
I wish to have my share, and no more.
It is time to shut up the shop.

(13)

I have *	I shall be.
Thou hast.	thou wilt be.
he has.	he will be.
we have.	we shall be.
you have.	you will be.
they have.	they will be.

---

made	ear	hear	like	best
truth	wrong	first	speak	book

---

* Examples of tenses should be learnt by heart.

who	by whom
of whom whose	what
to whom	of what, to what
whom	what man
O thou, who	what thing

why	when	where
be-cause	then	here
there-fore	now	there

Who it is? It is I	What it is? The cat
Whose is the cane?	Of whom do you speak?
Mine. It is mine.	Of you.

O thou, who hast made all things, hear me.
He that has ears to hear, let him hear.
Which boy is best at his task? This boy.
He, that made the ear, shall he not hear?
He, who speaks lies, is a bad man.
Where is the ox? The ox is here.
By whom were all things made?
Why should we speak the truth?
Be-cause it is good to do so.
Therefore we will not tell lies.

(14)

goat	look	school	floor
boat	book	fool	door

coast	cook	rule	here
crowd	oil	soul	all
proud	boil	hole	call
owl	coil	blow	fall

bee	day	tail	dare	mere
see	way	pain	bare	ap-pear
sea	bay	gray	fair	clear

one	hurt	stir	bring
gun	fir	worse	wing
stun	fur	purse	sting

Stir up the rice
The day is past
The ship is in the bay
Do not go by that way

Has a dog fur ?
How dare you do so ?
His head is bare
I see him there

Look at the goat

The ship is on the sea.
Bore a hole in the door.
When will you ap-pear here ?
I mere-ly* ask one think

*Here the Teacher should teach the short sound of *y* final, as in *merely*, *fully* &c.

It is a fair day.
The gun stuns me.
That is the best way.
Are you hurt?
Shut the school door.

There is a crowd.
See, there is a bee.
Is it *sea* or *see*?
The pen is on the floor.
The boat is on the coast.

(15)

I was	I see	I saw
thou wast	thou seest	thou saw-est
he was	he sees	he saw
we were	we see	we saw
they were	they see	they saw

hoof horn hair wood fur skin back

head mouth legs tooth teeth foot feet

Bal-vant Ba-pu Go-vind Vish-nu

Vish-nu is a good boy.
Bal-vant is not a good boy.
Go-vind is a bad boy but Vish-nu is not
The day will be fair.
I saw one dog and six goats.
They will go by the best way.

* The Teacher should explain that Proper names are designated by a capital letter, as Vishnu, Govind, &c.

Goats have horns and hoofs.
An ox has horns and hoofs.
A goat has more hair than a-dog.
He is a fool. Why ? He tells lies.
He saw me first.
The man had a fair skin.
Call the lad. My lad, come to us.
A goat's skin is hair-y.
My lad bring the book.
speak clear-ly.
An ox has hair, not fur.

(16)

I do	I did	I shall do
thou dost	thou didst	thou wilt do
he does	he did	he will do
we do	we did	we shall do
you do	you did	you will do
they do	they did	they will do
good	bet-ter	best
tall	tall-er	tall-est
small	small-er	small-est
lit-tle	less	least
bad	worse	worst
much	more	most
large	larger	largest

I like him more than you.
I like him most of all.
I will do my best for you.
Vish-nu is bet-ter than Bal-vant.
The man is tall-er than the lad.
They will do what they can for me.
A man has a soul.
A cow has not a soul.
Go-vind has gray hair.
A ship is larger than a boat.
I have a pain in my ear.
I saw an owl at the well.
Boil the rice and stir it.
He does not speak the truth.
I will shut up the shop.
I can not see the sea.
I shall do what I can for them.
Call the cook to me.
Give me some more rice.
I did not see the ship.
A boat is small-er than a ship
The door is made of fir-wood.

(17)

creep	walk	jump
frog	crawl	worm

egg
herb
hill
earth
swim
night
fruit-ful
leaf, leaves
grass
live

law
plant
tree
world
fly
day
town
field
milk
alive

full
use-ful
care-ful
partly
fish
bird
rain
wa-ter
land
beast

up, down
with
near
stand-ing

by, to, from
with-out
a-far
sit-ting

a-bout
a-round
off, on
ly-ing

Run up to the hill.
Walk down to the town.
Go off to school.
I did not go with the man.
The earth is part-ly land.
The earth is part-ly water.
Be careful with that gun.
Trees have leaves. Dogs have hair.
Do not go without me.

The lad is sitting near the door.
The star is shining a-far off.
The ox is standing in the field.
The ox lives on grass.
Vishnu, go with Go-vind.
That is a fine tree.
Herbs are useful to men.
What a fine hill!
Where do you live!

Fishes swim.	Frogs jump.	Dogs run.
Worms crawl.	Birds fly.	Men walk.

(18)

I go.	I went.
thou go-est.	thou went-est.
he goes.	he went.
we go.	we went
you go.	you went.
they go.	they went.
some, part, all.	very much, very little.
so much, so little.	how much? too much.

how little? too little.

time	end	bone	eye
hedge	God	steal	lay
edge	kind	thief	put
pull	help	claw	sharp

I went in-to town.
I went with Ba-pu.
Some beasts are use-ful.
I will not go with you.
This rice is ve-ry good.
Birds lay eggs.
Beast lie on the ground.
You shall not go with me.
Make the dog lie down.

A fool tells lies.

It is too hot, I can-not run.
Cook, bring the rice to me.
A thief was be-hind the hedge.
Have you done your task ?
Let the ox go to the well.
Give the dog some wa-ter.
The lad fell as he was run-ning.
Why do you not give her the milk ?
A thief steals my rice.

(19)

go-ing	gone	fall-ing	fall-en
tell-ing	told	do-ing	done
speak-ing	spoken	sell-ing	sold
see-ing, seen	feel-ing, felt		being, been
e-ver,		ne-ver	not-e-ver
which-ever	who-e-ver		what-e-ver
when-e-ver	wher-e-ver		
ei-ther	nei-ther		both

o-bey	Schol-ar	duty	read-ing
print-ing	mas-ter	hon-est	les-son
writ-ing	paper	slate	ink
pen-cil	reed	Eng-lish	fair-ly

What-e-ver you do, tell the truth.

When-e-ver you go to school, take your books with you.

Obey your master and do your les-sons well.

Write on your slate with a slate pencil.

Write on paper with a reed pen and ink.

Some of the schol-ars are reading, and some are writing.

Give me pens ink, and paper' that I may write.

I have neither pens nor pa-per.

Can you print English letters with a pen?

He has both pens and pencils.

Are you going to learn to write English?

Give Bapu either a pen or a pencil.

A good scholar obeys his mas-ter.

I have sold my ox to Go-vind.

Wher-e-ver you are, be honest and truthful.

Do you learn to write or to print, or both?

Have you ever seen an owl ?
I have ne-ver seen the sea, or a ship.
You may have which-e-ver pen you like.
It is ei-ther *lie* or *lay* ; I do not know which.
Tell me which it is ; *too* or to ? *
I have ne-ver felt the sun so hot be-fore.
I will ne-ver go to the town if you do not wish it.

(20)

way	kite	tea	dig	i-ron	bit
cut	cheat	get	got	sit	sat

lie, lay   lay, laid   for-bid   for-bade

Did he ask for an egg ?
I saw the dog run-ning after the rat.
I got this bird on that hill.
The bird laid six eggs.
A bad way has a bad end.
The owl sat on the tree.
The law of God is ho-ly.
The sun is very hot.
Tea is the leaf of a plant.
The rain fell all night.
God made the ear : shall he not hear ?

---

* To be read thus *t double o*, or *t, o*.

God made the eye: shall he not see?
The men sat at the school-door.
Men dig for i-ron in a pit.
Help me to cut this hedge.
I bade him go away.
It pains the cat to pull her tail.
I for-bid you to pull the cat's tail.
Be kind to all men.
Bees make honey.
The kite has sharp claws.
He will hurt you.
Do not cheat or steal.
The dog then ran away.
The lad ran up the hill.
In all bones there is lime.

(21)

eat	ate	drunk	drank
leave	left	fly	flew
loud	grain	kid	woe
o'clock*	young	new	flour
wheat	oil	stops	mind
fresh	hurt	tooth	show
cow	stow	shout	sheet
salt	lamp	old	clearly

* Short for 'of (the) clock.'

Load the boat with grain.
The cat drank all the milk.
Sea water is salt.
The ship was then near the coast.
A kid is the young of the goat.
The boys have all left school.
Sin is the cause of much woe.
It is six o'clock.
It is nearly seven o'clock.
What a fine new book !
Let me look at your book.
Flour is made from wheat.
Wheat is good to eat.
Put oil in the lamps.
Put more oil in that lamp.
Think of what you read.
Do not drop you voice.
Mind your stop.
The coast is the land.
The ox drank some water near the well.
Rain water is fresh.
Get some water from the well.
Do not hurt the toad.
The bees flew to the tree.
God is good to all.

Bees sting those who hurt them.
It is time to go to school.
What o'clock is it ?
Show me your new book.
What a fine book it is ?
We get milk from the cow.
Is oil use-ful to us ?
Read slow-ly and clear-ly.
Put no oil in this lamp.
Do not shout in read-ding.
Read the les-son again.
Now shut your book.

(22)

The dog barks.
The cat purrs.
The sheep bleats.
The cow lows
The hog grunts.
The horse neighs.
The ass brays.
The mouse squeaks.
The bull bel-lows.

The lion roars.
The bear growls.
The cock crows.
The owl hoots.
The spar-row chirps.
The snake hisses.
The frog croaks.
The bee hums.
The jack-al howls

quite qui-et qui-et-ly

*We must not be i-dle in school.
The birds build their nests : are they i-dle ?
The ants store up food ; they are not i-dle.
Should boys and girls be i-dle ?

He that will not work has not right to eat.
Love not sleep, left than come to want.
Come to school every day.
Girl should learn as well as boys.
Do as your teach-er bids you.
Do not talk or play in the school.
Come to school with quite clean clothes and hands.
Sit qui-et-ly in your place during the les-son.
Do not lounge on your seat.

(23)

Men can make a box can they make a tree?
Men can build a house can they make a stone.
Men can dig a tank; can they make rain?
Who made trees and stones and rain and men?
We see with our eyes.
We hear with our ears.
We speak with our mouth.
We walk with our feet.
Who made our eyes and ears, our mouth, hands and feet?

Pa-per is made from rags.
Glass is made of sand and flint.
Bricks are made of clay and burnt.
Mor-tar is made so chu-nam and water.

Salt is got by draw-ing the wa-ter of the sea.

Cop-per is made into pots.

I-ron is made into knives.

Lead is made into bul-lets.

Gold and sil-ver are made into or-na-ments.

Gold, sil-ver, lead, i-ron and cop-per, are dug up from the earth.

They are call-ed met-als.
What is the use of cotton ?

Can you tell me the use of silk?

Do you know what wool is used for?

What things are made of leath-er?

Write down on pa-per the name of all things that you know to be made of wood.

Chairs, tables, doors, box-es are made of wood.

Stone is em-ployed in build-ing fine house.

Is it used for any other purpose ?

What are tiles made of? and how are they made ?

What is dam-mer? ros-in? pitch ?

You see there are many things that you do not know

You are now ig-no-rant of many things.

Come to school and you will learn about these thing.

(24)

Gold is yel-low. So is brass, so are lemons.
A Se-poy's coat is red or scar-let.

Most roses are pink.

Pink is light crim-son.

Grass is green.
Old man have gray hair.

Young Hin-dus have black hair.

Some Englishmen have light brown* hair, some have dark drown, and some have black*

Sil-ver is white. So is cot-ton.

The clear sky is blue.

Ripe figs are purple.
Cam-els are brown.

Red and blue and yellow are col-ours.

It is the bus-i-ness of a dy-er to give beau-ti-ful col-ours to stuffs.

A car-pen-ter works in wood, such jack wood and ba-bul, oak and fir.

A black-smith works in i-ron with a furance and bel-lows and hea-vy ham-mers.

A weav-er makes cloth with a loom.

A pot-ter makes ves-sels of clay on a wheel,

All these arts are very use-ful to us.

Eng-lish-men are fa-mous for their skill in use-ful arts.

Have you e-ver seen a steam en-gine ?
Can you write an account of a rail-way ?

* 'Brown'; and 'black'; are understood for 'hair.'

By means of rail-ways we tra-vel very quick-ly.

We may tra-vel twen-ty or thir-ty *kos* in one hour on a rail-way.

In a bull-ock cart we can hard-ly tra-vel two *kos* in the same time.

In com-mer-cial af-fairs time is mon-ey.

If merchant saves time he saves mon-ey.

Money saved is mon-ey got.

Time is e-ven more val-u-a-ble than mon-ey.

Then do not waste your time in school.

(25)

We live in India or Hindustan.

Part of India is called British India.

The chief city of Hindustan is Calcutta.

Calcutta is for off in the East of India.

Madras is the great-est city in the South of India.

Bombay is the larg-est city in the West of India where we live.

This western country is called the Bombay Pres-i-den-cy.

At the city of Bombay there is a great officer called Governor, and President in Council.

The Governor comes from England, which is the native country of Englishmen.

England is a country to the West of Europe and Asia.

The ruler of England is a Queen, whose name is Vic-to-ria. The Queen is also called the Empress of India.

The English Queen rules over many countries in all parts of the world.

She has given au-thor-i-ty to the Governor in Bombay.

All the Englishmen, Hindus, Parsis, and Mussalmans, in this country called British India, are subjects of Queen Vic-to-ria.

Queen Vic-to-ria lives in England. She has wise Councillors, great treasures, numerous armies, and many ships.

Under her rule there is justice and mercy. Honour and obey the Queen, and all who are put in authorily under her.

FINIS.

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